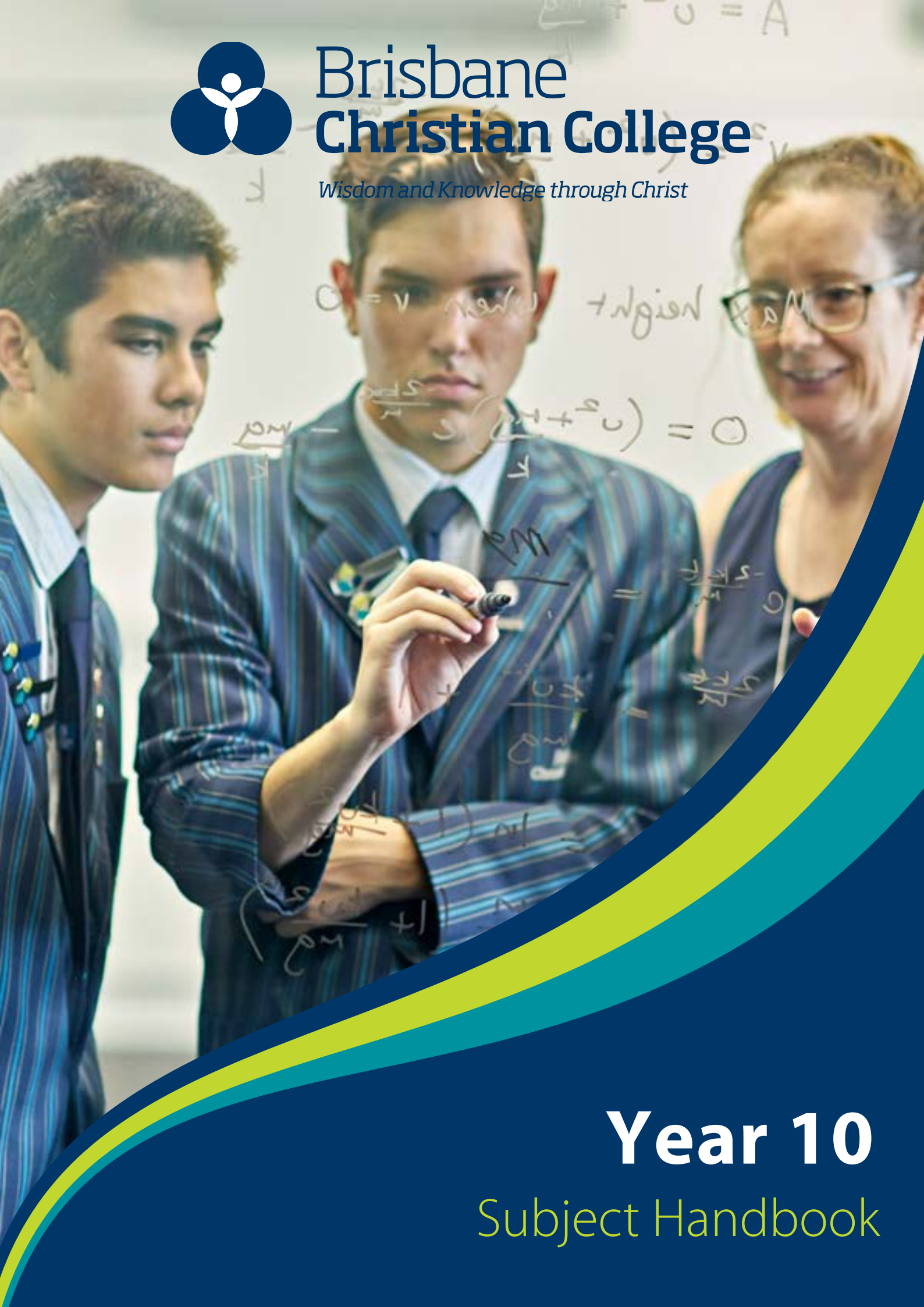




Brisbane Christian College

Wisdom and Knowledge through Christ



Year 10

Subject Handbook

Year 10 Subject Handbook

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Introduction

Brisbane Christian College Mission

Brisbane Christian College provides quality, holistic education that is both Christ-centred and innovative; encouraging confident, creative, life-long learners. Our community equips its members to become resourceful servant leaders who live with dignity and care for others to the glory of God.

Senior Pathways

Year 10 is the second year of Secondary studies at Brisbane Christian College. During this year of studies, students will complete some core subjects as well as have the opportunity to continue to trial senior electives to assist them in making their final senior subject choice. While students can continue to trial subjects, choosing the correct subjects in year 10 that they intend to study in senior studies, allows students the opportunity to build a foundation of skills and knowledge to equip them to be successful.

Year 10 core subjects

- Christian Studies
- English
- Mathematics
- Science (Senior Science Preparation or General Science)

Along with the core subjects, students will select THREE electives from the elective subjects contained within this booklet.

Students may also choose to pursue an additional qualification in an area of interest or an area that might support a future career aspiration. These types of qualifications allow students to see a study from an industry perspective and can help students recognise whether it's an industry for them. Alternatively, it might help students learn a life skill such as cooking. This is offered through our TAFE at school program. For more information on this option, please arrange a meeting with the School's Careers advisor Mrs Kay Bryce via email (kbryce@brisbanechristiancollege.com.au).

Towards the end of year 10 students will make their final subject selection for year 11 and 12. In their senior years of schooling, Brisbane Christian College students participate in the Pathway of Excellence program. The two alternatives offer Year 11 and 12 students the opportunity of achieving a Queensland Certificate of Education through unique academic or vocational avenues. This is achieved through a strong framework of pastoral care where students are cared for as individuals and encouraged to reach their God-given potential.

Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions will affect your success at school and initial career options. However, it is also necessary to note that it is now common for people to participate in a variety of occupations during their working life and alternative pathways to many of these careers exist.

Overall Plan

As an overall plan, you are advised to choose subjects that:

- you enjoy
- you have demonstrated some ability or aptitude in
- will help you reach your career and employment goals
- will develop skills, knowledge and attitudes useful throughout your life
- will provide the appropriate prerequisites for further study.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Find out about career pathways

It is helpful if you have a few career choices in mind before choosing subjects. It is not necessary at this point in time to be locked into a career pathway, but it is worth keeping several options in mind. Teachers will be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making. You may also benefit from discussing your potential senior options with the College's Careers Advisor Mrs Kay Bryce who can assist you in starting to formulate career choices. To arrange a meeting with the Careers Advisor please email (kbryce@brisbanechristiancollege.com.au).

Make a decision on a combination of subjects that suit your requirements and abilities

There are traps to avoid when selecting subjects:

- Do not select subjects simply because someone has told you that they "help you get good results and give you a better chance of getting into university".
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it or the teacher when they studied it.

Be prepared to ask for help

After following these suggestions you and your parents may still be confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available to talk to, including your teachers, Head of Year and Head of Secondary. Don't be afraid to seek their assistance. They are all prepared to help you.

What Do I Do Now?

Once you have read the relevant parts of the Year 10 Subject Selection book and have made a decision about the subjects you wish to choose, complete the online subject selection available at <https://spring.edval.education/login> and enter the unique Webcode that will be emailed to you.

Core Subjects

Mathematics

(Core Subject)

Year 10 mathematics remains a core teaching subject and all students are required to complete a selected mathematics class which suits their skills in year 10. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in **Number and Algebra, Measurement and Geometry**, and **Statistics and Probability**. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Students are required to complete at an acceptable level either a senior component of maths or the Numeracy Short Course in order to be eligible for their Queensland Certificate of Education.

Mathematic Pathway Options

In year 10 students continue to study the Australian curriculum, but classes are tailored to best prepare students for their proposed senior pathway based on the skill level they have demonstrated in year 9 and their proposed career pathway. Therefore, students have the option to be considered for the Advanced Mathematics Class, General Mathematics Class, or Complete the Numeracy Short Course. Students who wish to study mathematics in senior at a high level and who obtained high grades in year 9, are encouraged to apply for the Advanced mathematics course in year 10.

Students who have performed at a high level in the Advanced Mathematics course in year 10 may choose to apply to take an additional subject of mathematics in senior called Specialist Mathematics.

After year 10, students should discuss with their mathematics teacher their senior mathematics pathway based on their academic achievement and proposed higher education pathway.

Advanced Mathematics

Year 10 Advanced Mathematics classes teach the Australian Curriculum, while focusing on the skills and knowledge students require for high level senior mathematics courses. Assessments aim to prepare students for the type of assessments they will encounter in the senior Mathematics classes of Mathematics Methods, Specialist Mathematics and General Mathematics. This allows students to evaluate which senior mathematics pathway is suited for them, as well as provide them with a solid foundation to ensure success in senior mathematics subjects.

General Mathematics

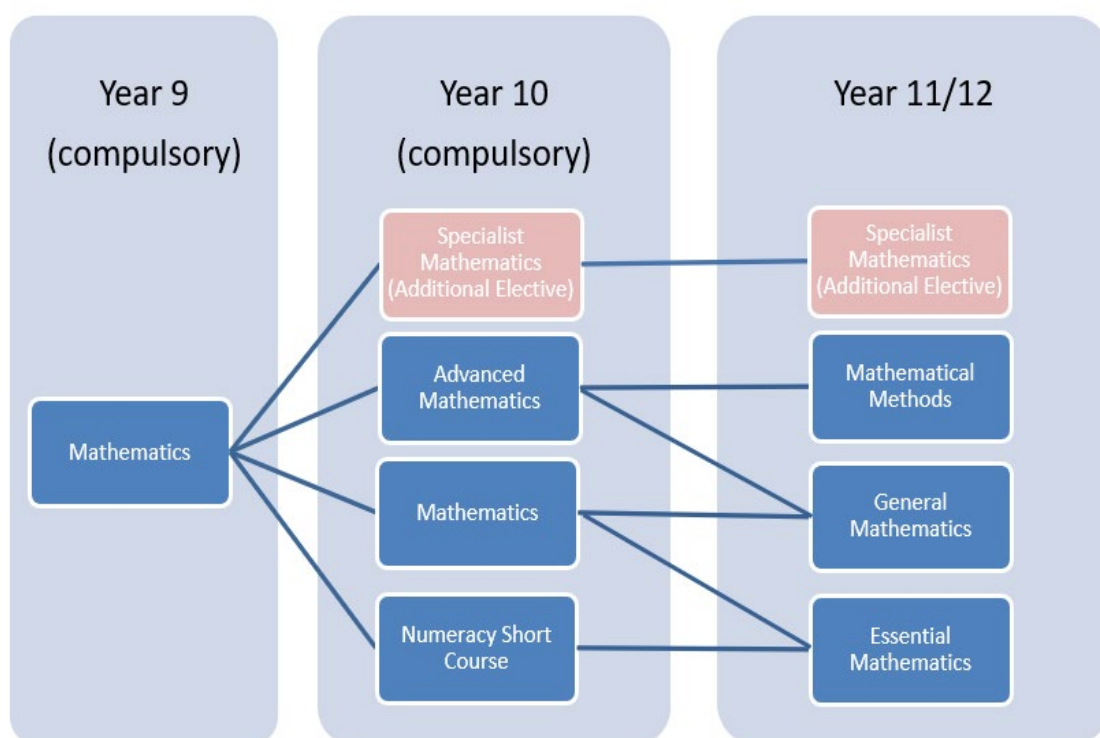
Year 10 General Mathematics classes teach the Australian curriculum to students who may not wish to study Mathematics at a higher level, or who may not have achieved high grades in mathematics in year 9. In these classes, students focus on consolidating the knowledge and skills required to be successful in General and Essential Mathematics in senior, as well as revisit past year mathematics content to ensure students have a solid foundational knowledge in Mathematics going into senior subjects.

Numeracy Short Course

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification. To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school.

The Numeracy Short course allows students who may not wish to study senior Mathematics, or who would like to study the Applied pathway in mathematics, a chance to achieve the base line Numeracy requirement for the QCE. The Numeracy Short Course is suited to students who are interested in pathways beyond school that lead to vocational education and/or work.

Mathematics Study Pathways



English

(Core Subject)

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

English is a core subject for students throughout years 9-12 as students must pass a component of English to be eligible for their Queensland Certificate of Education (QCE). The College provides a variety of English study options which cater for our diverse learners within year 10 and into senior pathways.

English Pathway Options

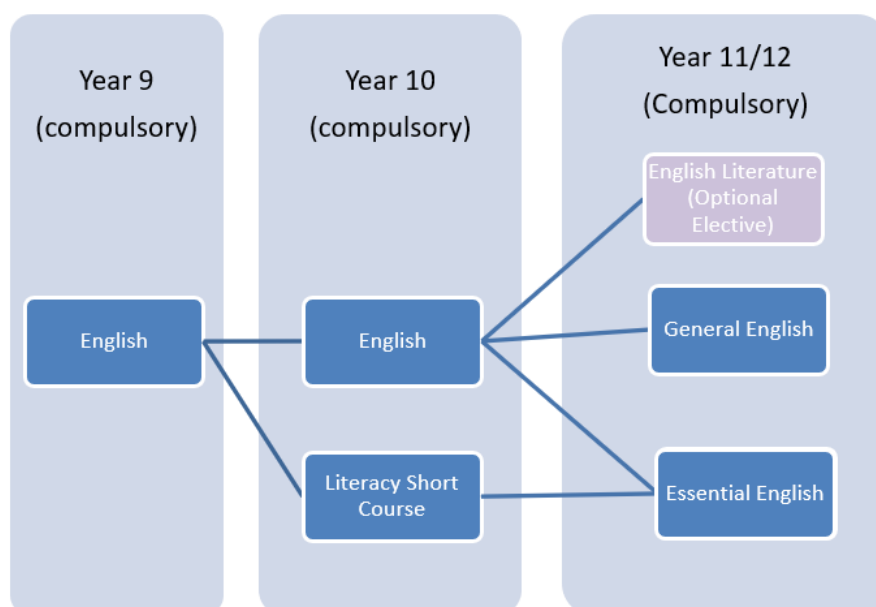
English

Year 10 English classes teach the Australian Curriculum focusing on the skills and knowledge students need to be successful in senior pathways of English: General English, Essential English and the optional extension class English Literature. Student's pathway into senior English will be based on level of attainment of students in the year 10 curriculum and their chosen career pathway. Assessments in year 10 English are designed to prepare students for senior assessments, by exposing them to the skills and knowledge they will need to be successful in senior classes.

Literacy Short Course

To be issued a QCE, Students need to obtain a satisfactory grade in an English component throughout their senior studies. Students who are unlikely to pursue a university tertiary pathway, or struggled to obtain a passing grade in year 9, may benefit for choosing the Literacy Short Course in year 10. In this course students will investigate personal identity and, education and work environments. Students will be assessed through written responses, short responses and Journaling.

Senior 9 to 12 English pathway options



Science

(Core subject)

Science in year 10 remains a compulsory core subject where students are provided with opportunities to develop an understanding of important scientific concepts and processes across the four strands of Biology, Chemistry, Physics and Earth Science. Class content provides students with the opportunity to develop scientific knowledge of science's contribution to our culture and society, and its applications in our lives. Students are provided with an understanding of the scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develop an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions. Science is not compulsory in year 11 and 12 and students may choose not to pursue science, or study any combination of senior science subjects which suit their chosen career path.

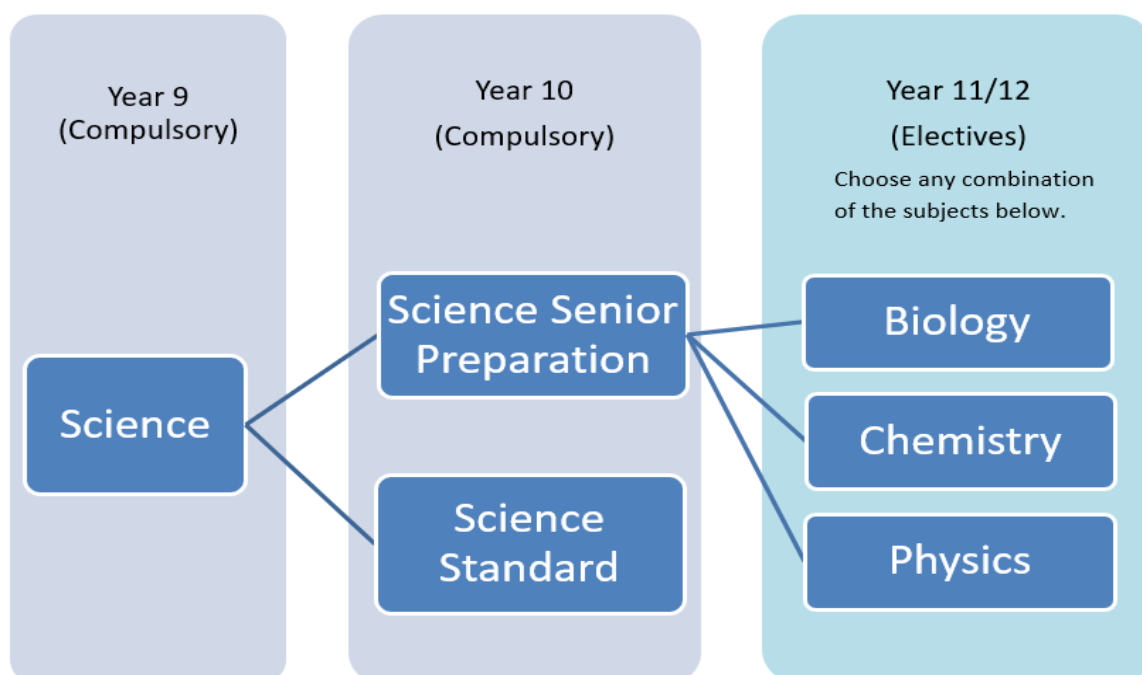
Science Pathway Options

Science Senior Preparation

Year 10 Science Senior Preparation classes teach the Australian Curriculum, while focusing on the skills and knowledge students require to be successful in senior science subjects. Assessments aim to prepare students for the type of assessments they will encounter in the senior Biology, Chemistry and Physics. This allows students to evaluate which senior sciences they wish to pursue in senior studies.

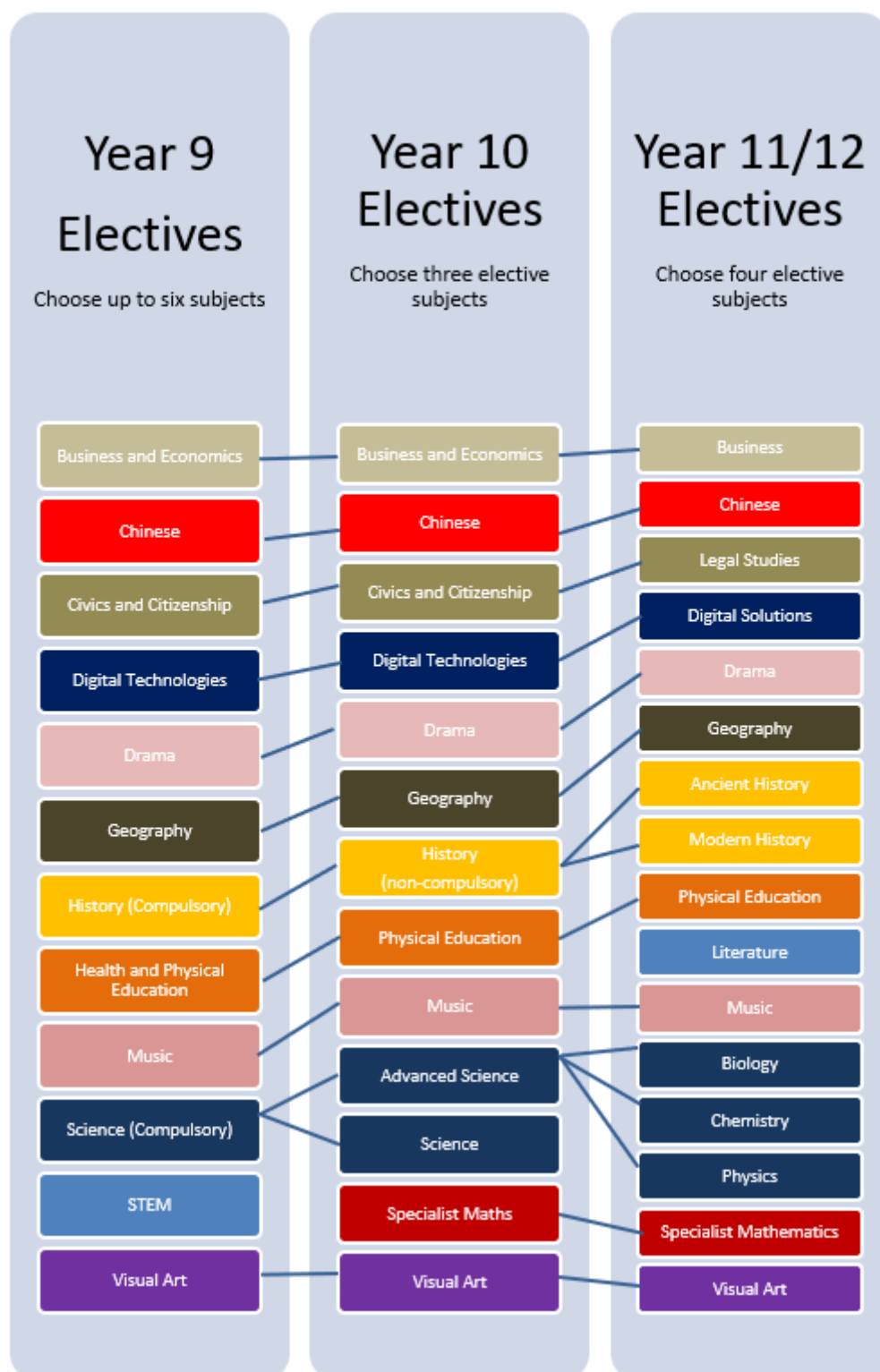
Science Standard

Year 10 Science Standard is for students who are not intending on choosing a senior science class in year 11 and 12. This class teaches the core components of the Australian Curriculum but focus more on the practical components of science and development of transferable problem-solving skills which are applicable to other senior subjects such as Physical Education and Geography.



Electives

Students have the option to study THREE electives from the electives presented in this booklet. Students will be asked to pick there top SIX preferences in order.



Business and Economics

(Elective)

Business and Economics is the year 10 elective designed to prepare students for senior Business studies in year 11 and 12. The focus of learning in Year 10 is the topic "productivity, growth and living standards" within a national context. Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. Australia's superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- What processes do governments use to manage economic decision-making?
- How does the government intervene in the economy to improve economic performance and living standards?
- Why is a continuing focus on workforce efficiency and productivity important for the success of business?
- How does Australia's superannuation system support human wellbeing, a prosperous economy and the common good?
- What factors influence decision-making within consumer and financial contexts, and how are participants impacted?

Chinese

(Elective)

In Year 10, Chinese language learning builds on each student's prior learning and experiences. Students use Chinese language to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

Students wishing to undertake senior Chinese are required undertake this subject and obtain a passing grade in year 10 in order to progress onto senior Chinese in year 11 and 12.

Civics and Citizenship

(Elective)

Year 10 Civics and Citizenship is the year 10 elective students should select if they intend to undertake the senior subject of Legal Studies.

In Year 10, students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia, and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the functions of the High Court of Australia and how does it protect rights under the Constitution?
- What are the features of a resilient democracy?
- How does Australia respond to emerging global issues?

Digital Technologies

(Elective)

This year 10 elective provides the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them, including in an object-oriented programming language. Students use techniques, including interviewing stakeholders to develop user stories, to increase the precision of their problem definitions and solution specifications. They verify their solutions solve the problem by validating their algorithms, represented as flowcharts and pseudocode, and using test cases to confirm the correctness of their solutions. Students develop their object-oriented programming skills, and apply them to develop, modify and debug programs. They explain the importance of abstraction by representing online documents in terms of content, structure and presentation, as well as exploring simple data compression techniques and comparing their effectiveness.

Students consolidate their skills in data acquisition and interpretation, cleaning and validating data to ensure it is accurate, consistent and domain appropriate. They model multidimensional data in more complex spreadsheets and relational databases, filtering and querying it to give insights into its meaning, and to pose further questions or make conclusions. They visualise this data in customisable ways, allowing greater exploration of trends and outliers to support or challenge their analyses.

Students apply design thinking by using divergent techniques to generate design ideas for user experiences and solutions. They filter and prototype these ideas, developing user stories and applying design criteria based on current and future needs and enterprising opportunities, as well as their created user stories, and revise and further develop their preferred ideas based on their analysis. Students extend on these design criteria and user stories to evaluate the enterprise opportunities and future impact of existing solutions.

Students consolidate their systems thinking by exploring how the hardware and software components of digital systems interact to manage, control and secure access to data. They increasingly use advanced features of existing and emerging digital tools to create interactive content for a diverse audience. They explore simple tools that help plan tasks, timelines and responsibilities for individual and collaborative projects. Students extend their knowledge of the importance of security by developing cyber security threat models and exploring an example of a supply chain vulnerability. They critique the digital footprint created by existing systems and their own solutions by applying the Australian Privacy Principles.

Drama

(Elective)

In the year 10 Drama elective, students continue to build on their prior learning and experiences while developing their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

In this band, the focus is on:

1. exploring and responding to
 - drama works, performances, practices and contexts from a range of cultures, times and places; for example through analysis of their own drama or the work of others, including professional work
 - ways in which drama created and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity
2. developing practices and skills
 - building and extending creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol, focus and conventions relevant to selected forms and/or styles
 - building and extending critical practices by taking opportunities to reflect on, evaluate or respond to their own work and the work of others; for example, documenting ideas and intentions for script interpretations, analysing their own and others' use of elements of drama, and evaluating their own performances
3. creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play building and devising, scripted drama/script interpretation; for example, interpretation of realism and non-realism, exploration of historic, contemporary and/or hybrid styles
4. presenting and performing drama in informal and/or formal settings; for example, using acting skills and working in an ensemble to perform drama for familiar and unfamiliar audiences.

Geography

(Elective)

Geography is the year 10 elective to prepare students for senior geography in years 11 and 12. The Year 10 curriculum involves the study of 2 sub-strands.

Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

It is suggested that the study of this topic draws on studies from within Australia, and other countries.

Geographies of human wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

It is suggested that the study of this topic draws on studies from within Australia, India and another country in Asia or the Pacific.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

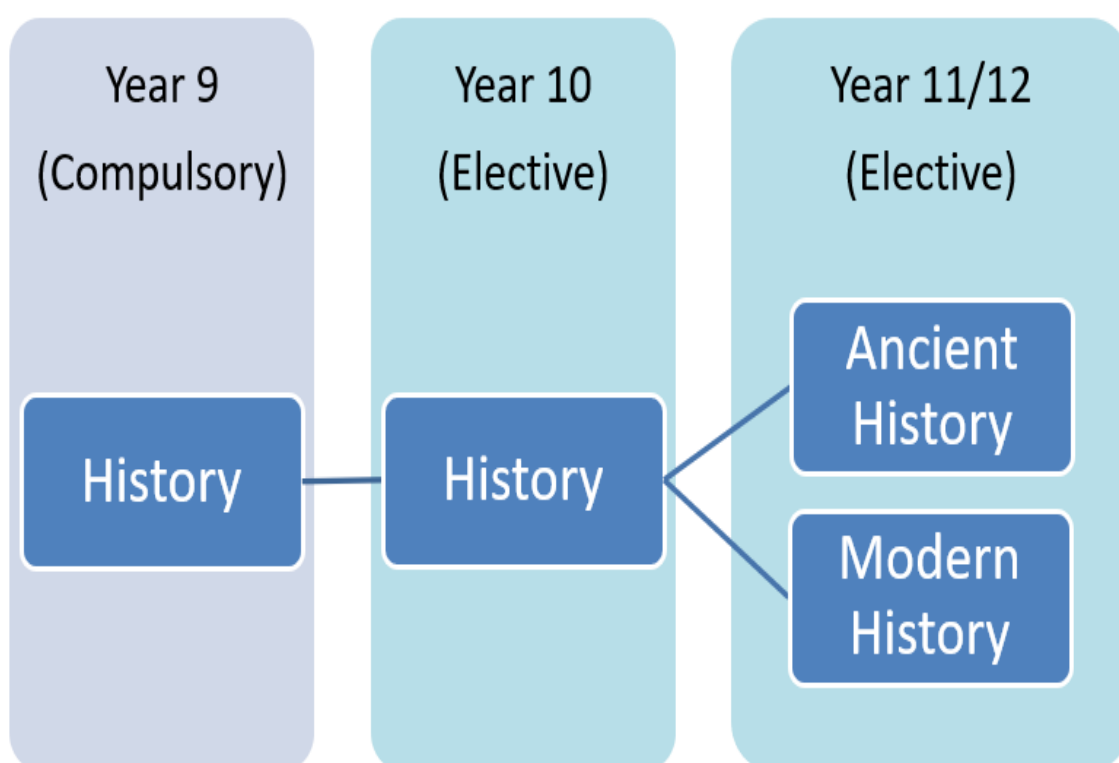
- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

History

(Elective)

History becomes an elective subject in year 10 which students should select if they intend to study either Ancient or Modern History in years 11 or 12. The Years 7-10 Australian Curriculum: History provides opportunities for students to investigate Australian and world history. Students develop knowledge, understanding and skills through their study of societies, events, movements and developments. There are opportunities to study the role of individuals and groups and their significance.

Students learn the skills they need to be successful in senior History including multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Assessments within the topic closely mirror those students will undertake in senior History, aiming to prepare them to be successful in senior.



Music

(Elective)

In the year 10 elective class, learning in Music continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

The focus is on students:

1. exploring and responding to
 - music and music practices and contexts from a range of cultures, times and places; for example, through listening and evaluating their own music practices or analysing performances and compositions created or presented by others
 - ways in which music created and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity
2. developing practices and skills
 - building and extending creative practices for listening, including aural skills, vocal and/or instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music: duration/time (for example, beat and rhythm, tempo, pulse, simple/compound metre, syncopation), pitch, dynamics and expression, form and structure, timbre and texture
 - building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others; for example, considering how to apply knowledge of music genres/styles or structures in compositions, developing interpretations of music composed by others or evaluating their own performances
3. composing in genres/forms such as songwriting, solo and/or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo and/or ensemble music works for performance, using aural skills and/or available digital tools as appropriate
4. presenting performances to audiences; for example, for a specific target audience.

Physical Education

(Elective)

In year 10 students are no longer required to undertake Health and Physical Education as a Core Subject. Student can, however, select Physical Education in year 10 to prepare for a pathway into year 11 and 12 Physical Education. In this course students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

Specialist Mathematics

(Elective)

Specialist Mathematics is designed to be taken in conjunction with an Advanced Mathematics course, such as Advanced maths in Year 10 and Mathematical Methods in Year 11 and 12.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Specialist Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

How will I be assessed?

The majority of the assessment in this course will be via examinations and a Problem-Solving and Modelling Task (PSMT).

Visual Art

(Elective)

In this year 10 elective, learning in Visual Arts continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

In this band, the focus is on students:

1. exploring and responding to
 - artworks and visual arts practices from across cultures, times, places and/or other contexts; for example, through exploration of works in physical or virtual spaces or engagement with artists
 - ways artworks created by First Nations Australians celebrate and challenge multiple perspectives of Australian identity
2. developing practices and skills
 - building and extending creative practices and skills for visual arts practice, developing ideas and intentions, creating representations, and developing skills and techniques in specific visual arts processes
 - building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, considering how to apply knowledge of visual arts practices in their work
3. creating artworks to communicate ideas, perspectives and meaning in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms to communicate ideas and intentions using visual arts practices and materials
4. presenting artworks and practices to audiences; for example, curating exhibits of their work, as individual artists or by working collaboratively. This can include designing and preparing a space or developing supporting material such as artist statements.



**Brisbane
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CRICOS Provider Number 00909K

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